Mission Statement

The Division of Student Affairs empowers students to become self-reflective world citizens by providing co-curricular learning opportunities to enhance student growth, skill development and personal wellness. We foster an inclusive, diverse community in which students develop a commitment to service as they grow to a deeper understanding of the relationship between self and others.

Strategic Goals

- Promote Civic Responsibility
- Support Interpersonal Development
- Cultivate Intercultural Learning
- Foster Student Wellness and Safety
- Support the Academic Mission through Co-Curricular Learning
Welcome

Dear members of the HWS community,

Over the past year, the Division of Student Affairs has continued on a positive trajectory that aligns with the HWS mission and is unified with a clear commitment to supporting and enriching the lives of students. From building partnerships and advancing inclusivity to increasing opportunities for student support, this year has proved to be one of accomplishment for the division.

Among these recent milestones were the inaugural launch of the Calvin R. Carver Sr. Lecture and Student Support Endowment, the creation and development of the Race and Racism Coalition, and the strengthening of the partnership between the Hubbs Health Center and Finger Lakes Health, Inc. These significant endeavors have been among the many points of distinction for Student Affairs.

In addition, Student Affairs staff members continue to provide a culture of care centered on the well-being and individual experience of each student on campus. Through these important efforts, which are rooted in assessment, we continue to identify and collect valuable quantitative and qualitative information that is used to inform systemic and programmatic decisions. The results of some of this work, as well as the noteworthy outcomes of the past year, are highlighted in this report.

The dedicated staff of Student Affairs brings an unmistakable enthusiasm to the work that they do. It is through their remarkable commitment that we strive to uphold and exceed expectations.

Robert S. Flowers, J.D.
Vice President for Student Affairs
Milestones & Accomplishments

- Intercultural Affairs facilitated major on-campus and community-wide events focused on human rights, anti-bullying, Harriet Tubman’s 100th anniversary, rights of migrant workers, racism, LGBT initiatives, and other important issues of today.

- Student involvement has continued to increase on campus as evidenced by 75 current registered student clubs, with an 80% student involvement rate.

- The Calvin R. Carver Sr. Lecture and Student Support Endowment was launched with the inaugural event featuring Judy Shepard, an advocate for gay and lesbian equality and hate crime legislation and awareness.

- Enhanced collaboration between the Hubbs Health Center and Finger Lakes Health, Inc. resulted in enhanced student services, notably on-campus psychiatric services, a more comprehensive student-athlete pre-participation physical and screening protocol, and increased physician coverage at athletic events.

- Fourteen Hobart and William Smith varsity teams saw post-season play, with seven teams capturing Liberty League titles.

- Colleagues across the division supported the growth and development of the student-led Race and Racism Coalition. Outcomes have included the completion of the group’s constitution and the development of a Bias Incident Reporting protocol.

- Held in August 2013, the inaugural HWS Campus Safety Supervisors Academy was attended by the New York Six Liberal Arts Consortium.

- The Office of Residential Education saw an increase in requests for substance free housing opportunities across campus and revised its Gender Neutral Housing Policy. The Office of Student Activities developed more extensive training and supervision for both Hobart Student Government and William Smith Congress, including attendance at two leadership conferences and a student government retreat.

- Annual assessment efforts by the Office of Athletic Compliance have demonstrated that HWS coaches possess an exemplary understanding of compliance processes and regulations.
Department Accomplishments

GOALS

Goal #1 – Promote Civic Responsibility
Provide programs and services that promote an ethos of respect and civic responsibility and encourage a commitment to active involvement on campus and in local and global communities.

• The Office of Residential Education sponsored student programs including Relay for Life, Safe Trick or Treat, Kids of Geneva, Cards for Kids, and Martin Luther King Jr. Day of Service.
• The Hubbs Health Center, in collaboration with the Office of Health Promotions, helped students to mark Breast Cancer Awareness Month, Wellness Week, and World Aids Day.
• William Smith student-athletes and coaches devoted approximately 1,200 hours to community service and raised more than $23,000 (20% of the HWS total) for non-profit organizations. William Smith student-athletes organized and participated in holiday family adoption, the Special Olympics, the Boys & Girls Club, Success for Geneva’s Children, and Embrace Your Sisters, a local breast cancer organization.
• Hobart student-athletes participated with non-profit organizations in several charitable initiatives, including Relay for Life, YMCA youth sports clinics, Little Kickers Youth Soccer Day, The Salvation Army kettles, Ready to Read, Wounded Warrior Project, and Row for Community.
• The Office of Intercultural Affairs sponsored the Geneva Just Neighbors Initiative, where 13 community agencies participated in on-campus events with the goal of building a stronger community and discussing the impact of housing conditions on students’ educational experience.
• WEOS and WHWS radio, with more than 50 HWS student workers, provided live broadcasts of Geneva City Council meetings, HWS Convocation and Commencement ceremonies, a Martin Luther King Jr. Day church service, and a variety of other civic events.
• The Office of Judicial Affairs sponsored training for students and staff focused on promoting civic responsibility and ethical decision-making according to the HWS Community Standards and judicial procedures.
• The Office of Student Activities promoted a “Leaving Your Legacy Workshop” for HWS seniors to prepare the next generation of HWS leaders.
• More than 1,000 hours of community service were provided for various charitable organizations through programs coordinated by resident assistants and theme house managers.
• The Office of Intercultural Affairs hosted a “conversation” series among international leaders, including Assistant Secretary for the Department of Housing and Urban Affairs John Trasviña, Leonila Romero Gonzalez from Mexico’s Las Patronas, and Chinese human rights activist Chen Guancheng.
• The Office of Campus Safety hosted regular luncheons and other meetings with the Geneva Police Department in an effort to enhance collaboration.
• The Center for Counseling and Student Wellness’ Sexual Assault Response Coordinator served as an active member on the Board of Directors of Geneva’s Safe Harbors, which provides domestic violence and sexual assault response and prevention services for Yates, Ontario, and Seneca counties.

Goal #2 – Support Interpersonal Development
Support the development of interpersonal skills and abilities, including expertise in leadership and communication, in ways that complement our academic program, help students achieve their post-collegiate goals and prepare students for lives of consequence.

• The Office of Student Activities’ leadership and mentoring programs advised students on clarifying their vision, resolving conflict, and passing down these skills to other HWS students.
• Psychologists at the Center for Counseling and Student Wellness assessed the interpersonal functioning of students in individual and group therapy over the course of their semesters.
• The Office of Intercultural Affairs sponsored the Student Leadership Summit with theme “What Constitutes Success?” with the goal of enhancing networking among HWS student leaders and promoting resources and opportunities to engage in community events.
- The Hobart Athletic Department’s 18th annual Napier Leadership Seminar emphasized dismantling gender stereotypes, nurturing positive language, and understanding masculine identity.
- The William Smith Athletic Department sponsored two peer-led leadership programs, Rising Stars and Core20, providing student-athletes with skills to develop into responsible leaders.
- The Office of Intercultural Affairs’ core programming focused on bringing together persons and programs from various backgrounds and cultures to create an environment to participate in a dialogue about their shared and divergent experiences.
- The Office of Residential Education sponsored more than 200 programs with over 5,000 participants encouraging students to complement their academic lives with social lives of consequence.

**Goal #3 – Cultivate Intercultural Learning**
Create a campus community that celebrates and embraces difference, encourages dialogue, advances the free exchange of ideas and provides opportunities for students to develop intercultural knowledge, attitudes and skills.

- The Center for Counseling and Student Wellness was presented with the distinction of “superior ally” by the student-run Pride Alliance group due to their efforts to promote LGBT inclusivity and acceptance on campus.
- The Gender Inclusivity Committee, led by a number of Student Affairs colleagues, worked to revise campus policy, increase educational programming, and develop more gender inclusive facilities on campus.
- The Office of International Student Affairs collaborated with the Geneva City School District to sponsor the 6th annual Festival of Nations, a celebration of art, food, performances, and music across different cultures with 70 local cultural groups and clubs participating.
- The Muslim Student Center, the newest space at the Colleges for prayer and community engagement, was opened thanks to a collaborative effort among many students, faculty, offices and departments all across campus, including efforts by Intercultural Affairs and Student Affairs leadership.
- The Office of Intercultural Affairs promoted social justice and inclusivity through their Community Corner and Cross-Cultural Coffee Hour programs.
- WEOS and WHWS radio maintained their strong commitment to broadcasting a diverse selection of cultural programs and genres, including Radio Bilingue, a Spanish-language programming service based in Fresno, Calif.
- The Office of International Student Affairs sponsored their annual international student music recital, in which students, faculty, and staff shared their talents through the universal language of the arts.
- The Office of Residential Education sponsored a number of cultural theme houses, giving students a platform to educate their peers about culture and traditions. Examples include The Abbe Center for Jewish Life, the German Language and Culture House, and the Global Perspectives House.
- The Office of Intercultural Affairs created the LGBT Allies group, formed with the goal of enhancing inclusivity on campus and determining best practices for providing support to the HWS LGBT community.
- In an effort to support the LGBT community and instill a greater level of respect and inclusivity on campus, several members of the Division of Student Affairs participated in the OUTstanding campaign, a poster ad campaign showcasing allies and openly out members of the HWS community.

**Goal #4 – Foster Student Wellness and Safety**
Foster a safe environment that is supportive of individual and community health and designed to enhance the physical, emotional and spiritual wellness of all students.

- The Center for Counseling and Student Wellness provided its suicide prevention workshop, “Helping Students in Distress,” to faculty, staff and students numerous times throughout the year.
- The Hubbs Health Center collaborated with the HWS Recreation, Intramurals and Fitness Office to offer Wellness Week, a five-day, wellness-promoting educational series focused on healthy eating and fitness.
- During this year’s initial fire inspection, coordinated by the Office of Campus Safety, the Colleges had a 22% reduction in initial violations. After the first re-inspection they had a 55% reduction in un-remediated violations.
• The Office of Residential Education’s Safe Trick or Treat at Odell’s Village encouraged students to make healthy choices.
• The Center for Counseling and Student Wellness provided the Sexual Violence Response and Prevention Training, a two-day training designed to help the campus community understand, have increased awareness of, prevent, and know how to respond supportively to sexual assault on campus.
• With the Geneva Police Department, the Office of Campus Safety provided an in-service on investigating reported sexual assaults.
• More than 100 students participated in the Dream On/Sleep Sheep Program, a partnership between the Office of Student Activities and the Health and Wellness Committee focusing on education regarding healthy sleep and rest.
• The Hubbs Health Center and the Center for Counseling and Student Wellness collaborated on eating disorder treatment team meetings, allowing them to provide comprehensive and ethical treatment to students.
• The Center for Counseling and Student Wellness partnered with Student Health 101, an online wellness magazine integrated with social networking, mobile services and interactive content aimed at increasing how students engage around issues of wellness. Materials are customized for HWS, including social norms marketing data, use of student-created videos and articles, and the inclusion of information from faculty, staff and students.
• The Office of Campus Safety hosted programs for numerous student organizations, notably fire safety discussions and presentations on New York search and seizure laws.

Goal #5 – Support the Academic Mission through Co-Curricular Learning
Cultivate a vibrant and engaging living-learning environment that encourages academic and co-curricular success and promotes meaningful connections through active involvement in the activities of the Colleges.

• The Office of Intercultural Affairs established a co-curricular program in collaboration with the French and Francophone Studies Department, German Area Studies Program, and Russian Area Studies Department consisting of 10 presentations and three film screenings.
• A new process to track and document progress-toward-degree and grade point average requirements for Division I student-athletes was developed and implemented by the Office of Compliance.
• This year’s theme houses, sponsored by the Office of Residential Education, included a number of communities intended to promote co-curricular learning specifically tied to an academic department or program. Some of these houses included the Writer’s House, the Asian Language House, and the Arts and Social Change House.
• 105 Herons and 43 Statesmen were selected to the Liberty League All-Academic team.
• The Office of Intercultural Affairs sponsored the Fireside Chat program, allowing faculty members to share their scholarship with students and promote dialogue around specific academic disciplines.
The Culture of Assessment and Student Learning

In conjunction with emphasizing a culture of assessment to inform systematic and programmatic decisions, the Division of Student Affairs invited noted scholars Dr. George Kuh and Dr. Patrick Terenzini to serve as student life consultants. They presented years of research in the field and provided recommendations and suggestions for the future of the division. Specifically, Dr. Terenzini’s “Characteristics of Experiences that Promote Student Learning” has provided a theoretical frame that has helped to guide the division. The characteristics are as follows:

- Entail encounters with challenging ideas and people
- Require active engagement with those challenges
- Occur in a supportive environment
- Emphasize meaningful, real-world activities
- Involve other people, interpersonal activities
- Invite or promote reflection and analysis

In addition, Dr. Andrew Wall of the Warner School of Education at the University of Rochester, a leading expert in higher education assessment, now provides ongoing consultation and training as the division continues to evolve in this area. Dr. Wall’s support has moved the division from the development of a mission and strategic goals to the development of specific, measurable learning outcomes and assessment projects that inform the work of the division.

Sample HWS Student Learning Outcomes

- Center for Counseling and Student Wellness – Students who participate in group counseling at the Center for Counseling and Student Wellness will develop an increased sense of interdependence, greater ability to develop meaningful interpersonal relationships, and an enhanced ability to communicate with others. Specific measures of interpersonal effectiveness will be used to assess student growth.

- Residential Education – Resident Assistants who participate in diversity training will demonstrate greater cultural competence as established by being able to openly discuss their appreciation, acceptance and celebration of differences and similarities among their peers.

- Student Activities – Student leaders in clubs and organizations will develop greater interdependence and collaboration skills, as shown by their enhanced ability to choose to work with others as a team to vision, plan, implement and evaluate campus programs and activities.

- Hobart Athletics – Students who participate in Hobart Athletics will develop enhanced leadership, fellowship, and collaboration as shown by participation in service activities and honor societies and also measured in a student-athlete self-report survey.

- Judicial Affairs – Students who participate as members of campus judicial boards will demonstrate enhanced interpersonal and collaborative skills, as well as the ability to effectively reach judicial hearing decisions via their cooperation and mutual responsibility with other students on the board.

- Intercultural Affairs – Students who participate in Social Justice and Cultural Clubs at the Office of Intercultural Affairs will be able to successfully collaborate with their peers to organize programs, events, and/or rallies, and will practice leadership in a way that is based on their own individual goals and the goals of the larger group.

- William Smith Athletics – Students who participate in William Smith Athletics will develop an understanding and identification of their role and its contribution to team achievement, and will develop enhanced interpersonal and collaborative skills as assessed in a self-report survey.

- Campus Safety – Students who participate in the Campus Safety crime prevention programming efforts will develop a greater sense of social responsibility. Increased calls for consultation/service from Campus Safety staff, helping others in the community, and reducing the number of behavior issues within a living community will serve as important metrics for success.
2012-2013 Departmental Assessment Projects

**Campus Safety**

**Question** - The Office of Campus Safety developed a plan to assess whether a high number of fire violations in 2012 was the result of a lack of students’ knowledge or if there was a pattern of willfully ignoring safety protocols.

**Method** - 465 students completed a survey designed to measure their knowledge about fire safety in an effort to identify areas that needed attention, reduce violations, and strengthen residence hall fire safety.

**Data/Results** - About 50% of student respondents rated their level of fire safety knowledge as only average. However, when the students were tested on their knowledge of five specific fire regulations, they answered the questions correctly at a rate of between 91 and 97 percent.

**Table 1**

**Fire safety regulations**

![Bar chart showing the percentage of students' knowledge levels](image)

**Changes in Practice** - Due to data showing students were knowledgeable about fire safety, the Office of Campus Safety has planned a joint program with the Office of Residential Education in 2013-2014 focusing on enforcement of fire codes rather than on programming to increase students’ knowledge of fire safety.
**Personal Empowerment Program**

**Question** - A research protocol was developed to see if the personal empowerment program had a significant impact on the emotional intelligence skills of student participants.

**Method** - 164 students completed a repeated measures, pre-test/post-test design study.

**Data/Results** - The data demonstrated that students in the program made significant gains on measures of personal well-being and environmental interactions. Students also showed improvement in depressive and anxious symptoms over time.

**Changes in Practice** - As a result of this data, this program has grown and now supports three sections of the Personal Empowerment Course for 60 students each semester.
**Hubbs/International Student Affairs**

**Question** - How well are international students utilizing and understanding the resources available through Hubbs Health Center and how might Hubbs tailor its services for more international student support?

**Method** - In spring 2013, the Hubbs Health Center in collaboration with the Office of International Student Affairs developed a survey that assessed students’ knowledge of healthcare, Hubbs services, and treatment options for latent tuberculosis (TB).

**Data/Results** - Results revealed that students were unaware of the comprehensive offerings of the Hubbs Health Center. One specific area looked at response for latent TB symptoms and found that two-thirds of students didn’t understand the protocol for clearance for latent TB.

**Table 2**

**Student knowledge of Hubbs services**

<table>
<thead>
<tr>
<th>Q5. Please check the services that you believe Hubbs Health Center provides.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Care for obstetric outcomes</strong></td>
</tr>
<tr>
<td><strong>Care for sex-based reproductive health</strong></td>
</tr>
<tr>
<td><strong>Care for infants and children</strong></td>
</tr>
<tr>
<td><strong>Care for adults and seniors</strong></td>
</tr>
<tr>
<td><strong>Care for allergy</strong></td>
</tr>
<tr>
<td><strong>Care for immunizations</strong></td>
</tr>
<tr>
<td><strong>Care for pain in the body</strong></td>
</tr>
<tr>
<td><strong>Women's health care</strong></td>
</tr>
<tr>
<td><strong>Men's health care</strong></td>
</tr>
<tr>
<td><strong>Tests for sexually transmitted infections</strong></td>
</tr>
</tbody>
</table>

**Table 3**

**Student knowledge of PPD results**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had a positive PPD read</td>
<td>24.24% (8)</td>
<td>39.39% (13)</td>
<td>36.36% (12)</td>
<td>33</td>
</tr>
<tr>
<td>Were aware of the treatment options for Latent TB</td>
<td>27.27% (9)</td>
<td>33.33% (11)</td>
<td>39.39% (13)</td>
<td>33</td>
</tr>
<tr>
<td>Followed the recommendations given by their health care provider</td>
<td>42.42% (14)</td>
<td>12.12% (4)</td>
<td>45.45% (15)</td>
<td>33</td>
</tr>
</tbody>
</table>

**Changes in Practice** - Hubbs provided an educational program that focused on both its services and TB treatment during the fall 2013 International Student Orientation.
William Smith Athletics

Question - How effective are the Rising Stars and Core20 leadership initiatives?
Method - Student-athletes participating in the Rising Stars and Core20 programs completed a qualitative and quantitative program evaluation.
Data/Results - More Core20 than Rising Stars participants reported they were able to demonstrate leadership skills in their academic experience.

Table 8
Workshop feedback
Overall I learned something valuable from these workshops.

Table 9
Leadership skills
I am able to demonstrate my leadership skills in my academic experience.

Changes in Practice - Based on the results, the William Smith Athletics department plans to modify Rising Stars to focus more heavily on developing leadership skills.
Center for Counseling and Student Wellness (CCSW)

Question - How effective is the CCSW at reducing student psychological symptoms and how can the CCSW improve its services?

Method - The Center for Counseling and Student Wellness saw 583 students or about 27% of the HWS population during 2012-2013. CCSW clients were administered the Counseling Center Assessment of Psychological Symptoms inventory at intake and during every third session to assess reliable improvement, as indicated by a change in score greater than or equal to two standard deviations. Students who engaged in more than one session of counseling were asked to complete a satisfaction and outcome survey.

Data/Results - Students who showed signs of depression and hostility showed stronger symptom improvement after 18 sessions than students who show signs of anxiety. Nearly half of students responding to the feedback survey noted that suicidal or self-destructive feelings had improved due to their experience at the CCSW.

Table 11
The percent of CCSW clients showing two standard deviation symptom improvement by # of sessions

<table>
<thead>
<tr>
<th># of sessions</th>
<th>3</th>
<th>6</th>
<th>9</th>
<th>12</th>
<th>15</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression</td>
<td>72</td>
<td>93</td>
<td>84</td>
<td>79</td>
<td>75</td>
<td>88</td>
</tr>
<tr>
<td>Generalized Anxiety</td>
<td>54</td>
<td>54</td>
<td>64</td>
<td>42</td>
<td>40</td>
<td>58</td>
</tr>
<tr>
<td>Social Anxiety</td>
<td>28</td>
<td>36</td>
<td>36</td>
<td>18</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>Hostility</td>
<td>46</td>
<td>64</td>
<td>70</td>
<td>66</td>
<td>72</td>
<td>80</td>
</tr>
<tr>
<td>N =</td>
<td>130</td>
<td>77</td>
<td>50</td>
<td>32</td>
<td>21</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 12
CCSW exit survey results

<table>
<thead>
<tr>
<th>Question</th>
<th>% who agree or strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My counselor was empathic and understood my problems.</td>
<td>92%</td>
</tr>
<tr>
<td>I felt understood by the counselor I met with.</td>
<td>89%</td>
</tr>
<tr>
<td>I would be willing to return to the Center again if I had a problem or wanted to talk to a counselor.</td>
<td>92%</td>
</tr>
<tr>
<td>I would recommend the Center to a friend who needed help.</td>
<td>91%</td>
</tr>
<tr>
<td>Overall, how satisfied were you with your visit to the Center?</td>
<td>88%</td>
</tr>
<tr>
<td>As a result of my counseling experience...</td>
<td></td>
</tr>
<tr>
<td>I manage my feelings better.</td>
<td>78%</td>
</tr>
<tr>
<td>I have made changes that have made my life better.</td>
<td>81%</td>
</tr>
<tr>
<td>I am coping better when I have problems in my life.</td>
<td>78%</td>
</tr>
<tr>
<td>It is important that the Colleges have a Counseling Center available for students.</td>
<td>96%</td>
</tr>
<tr>
<td>Counseling helped me with suicidal or self-destructive feelings.</td>
<td>44%</td>
</tr>
<tr>
<td>Having access to counseling made it possible for me to stay in school in spite of my problems.</td>
<td>62%</td>
</tr>
</tbody>
</table>

Changes in Practice - The CCSW plans to develop outreach specifically targeting social and generalized anxiety and to increase referrals for students with anxiety, notably to the Personal Empowerment course, as data demonstrated a statistically significant change in anxiety among its participants. As nearly half of students responding to the survey noted suicidal or self-destructive feelings had improved due to their experience at the CCSW, expanding suicide prevention programming will be key in bringing the campus together for the establishment of a more public health oriented and community-based suicide awareness and prevention model.
Student Activities

Question - How many students are involved in student activities and in what capacities?
Method - The Office of Student Activities developed a survey measuring students’ involvement in clubs and activities on campus. The spring 2013 Student Activities Survey was taken by 560 students.
Data/Results - Data indicated that 80% of students reported participating in a club. Students were involved in an average of two clubs. The majority of students (60%) served as general club members while the other 40% reported holding leadership positions.

<table>
<thead>
<tr>
<th>Table 4</th>
<th>Club activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you previously affiliated, or are you currently affiliated, with a club, student organization, or club sport?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>30%</td>
</tr>
<tr>
<td>No</td>
<td>70%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 5</th>
<th>Club leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you serving in a club leadership role?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>60%</td>
</tr>
<tr>
<td>No</td>
<td>40%</td>
</tr>
</tbody>
</table>

Changes in Practice - The Office of Student Activities sponsored an intensive student leader summit focusing on a number of general leadership skills in addition to policies and protocols specific to HWS because of results that indicated most club members do not hold leadership positions.
Hobart Athletics

**Question** - How did male athletes’ understanding of respect change after the Napier Leadership Seminar?

**Method** - The seminar participants answered a qualitative survey regarding their understanding of respect and also a quantitative assessment measuring the effectiveness of the seminar.

**Data/Results** - The participants rated leadership and life skills as stronger results from the seminar than teamwork and coaching.

### Table 10

Napier Leadership Seminar

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel the session further developed my personal leadership.</td>
<td>4.0</td>
</tr>
<tr>
<td>I believe the seminar strengthens the teamwork, communication and commitment among our team members and makes us a better team.</td>
<td>4.0</td>
</tr>
<tr>
<td>I find the seminars encourage student-athlete participation and engage us in an exchange of important ideas.</td>
<td>4.0</td>
</tr>
<tr>
<td>I believe the seminars I participated in allowed me to develop life skills that will serve me in my years beyond Hobart.</td>
<td>4.0</td>
</tr>
<tr>
<td>Following seminars, I find that our coaches emphasize key teaching points in our training and team meetings.</td>
<td>3.9</td>
</tr>
</tbody>
</table>

**Changes in Practice** - Due to the results indicating a low coaching emphasis, Hobart Athletics plans to work with coaches to improve their teaching and training abilities.
WEOS/WHWS Radio

Question - WEOS/WHWS sought to identify which skills student workers were mastering while working at the radio stations.
Method - WEOS/WHWS designed a case study to identify the skills students most strongly demonstrated at the radio stations, as well as the skills that were less developed.
Data/Results - The strongest skills students developed included operating technology, knowledge of Federal Communication Commission regulations, public speaking, and community-based engagement.
Changes in Practice - As a result of their assessment, WEOS plans to develop more training opportunities for student workers focusing on where skills need additional support.

Intercultural Affairs/Writing Table

Question - How can the Writing Table increase student participation and improve quality of services?
Method - The Writing Table utilized both a quantitative and qualitative design to assess the best ways to encourage student participation and improve the quality of writing services to students.
Data/Results - Results revealed student attendance decreased from the fall 2012 to spring 2013 semester while student satisfaction increased.

Tables 6a & 6b
Spring 2013 Writing Table evaluations and attendance

Table 7a & 7b
Fall 2012 Writing Table evaluations and attendance

Changes in Practice - The Writing Table plans to begin a reminder e-mail service, operate a consistent time-limit schedule, reach out to science students in an effort to advertise writing assistance with lab report writing, and provide additional sessions and support from faculty from the Writing and Rhetoric Department during high peak times.
Division of Student Affairs

Campus Safety
Counseling and Student Wellness
Disability Services
Health Promotions
Hubbs Health Center
Intercultural Affairs
International Student Affairs
Hobart Athletics
Recreation, Intramurals, and Fitness
Residential Education
Student Activities
Student Affairs
William Smith Athletics
WEOS Radio Station